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ABSTRACT

The Federally sponsored regional training workshops for adult education personnel in cultural/ethnic understanding were designed to increase the level of awareness of cultural/ethnic differences. A training design was developed following an analysis of the Culturally Oriented Teacher Education Materials developed by the Phelps-Stokes Fund, a review of literature and projects related to ethnic/cultural training, and site visits to six regional areas. Some issues identified in regional meetings were: part-time status of adult education positions, recruitment of target minorities, different socioeconomic factors within minority groups, poor whites as a minority group, lack of information about diverse cultures, and bi-cultural education versus acculturation. Workshops were held in Lansing, Michigan; San Antonio, Texas; Kansas City, Missouri; Denver, Colorado; San Francisco, California; and Seattle, Washington. A major part of the training design focused on the use of telecommunication as a training tool for raising cultural awareness. The training experience clearly indicated that a serious gap exists in cultural awareness for adult education personnel. Followup activities and ongoing programing were viewed as particularly important due to the large numbers of part-time adult education staff and the high turnover. (EA)

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FINAL REPORT

ON THE

TRAINING WORKSHOPS FOR ADULT EDUCATION PERSONNEL IN CULTURAL AND ETHNIC UNDERSTANDING

SUBMITTED TO

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SUBMITTED BY

The BLK Group, Inc., Prime Contractor
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We especially thank Mr. James T. Parker, Program Officer, Division of Adult Education of the Office of Education, whose direction and support were so generously given.

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I. INTRODUCTION

On December 14, 1973, the Federal Register listed an Adult Education program for cultural and ethnic understanding as a priority for fiscal year 1974 for the Department of Health, Education and Welfare, U. S. Office of Education. The regulation emphasized the need to "sensitize teachers and administrators to the need and values of culturally and ethnically different adults." Following this congressional mandate, the Office of Education contracted with the BLK Group, Inc. to provide "effective cross-cultural training for teachers and administrators."

The success of Adult Education programs is not solely dependent on the content of its programs or the abilities of Adult Education staffs and instructors; it is dependent also on the ability to communicate and to relate to the students. Communication and relationships result from non-verbal contacts as well as verbal. Frequently there exists a gap between how a person perceives his own actions, and the perception and reception of this behavior by another person. This gap in perception and reception is the direct result of differences in the

social, economic, and cultural experiences of those involved. An awareness of one's self, including attitudes and feelings, and the impact of behavior on others can contribute to the Adult Education staff's effectiveness. Those involved in contacts and working with people from different cultural and ethnic backgrounds can improve their effectiveness in these relationships, if they are aware of these differences and experiences which motivate behavior.

The training workshops for Adult Education personnel in Cultural and Ethnic Understanding were designed to provide a level of awareness of cultural and ethnic differences, and to increase the level of awareness of the impact of attitudes and feelings on behavior. It was anticipated that such a training program would benefit the individual Adult Education staff members as well as contribute to the program's overall effectiveness.

The training design was developed following a comprehensive state-of-the-art and needs assessment which included:

(1) an analysis of the Culturally Oriented Teacher Education Materials developed by the Phelps-Stokes Fund;

(2) a review of literature, research and demonstration projects related to ethnic-cultural training; and

(3) a national (in-person) survey of regional staff in six regions.

A major part of the training design has included the use of telecommunication. Film technology provides an excellent training tool for helping to raise the cultural awareness of persons who must come into contact with individuals and groups whose lifestyles differ radically from their own. Here the medium can be used to illustrate life situations where ethnic and cultural ignorance prove dsyfunctional in working with or training participants from minority or culturally different groups. When this is followed by appropriate demonstrations of positive responses to different cultural norms, an effective learning experience can be achieved. The telecommunications presentations were developed under a sub-contract with Cablecommunications Resource Center, Washington, D.C.

II. TRAINING OBJECTIVES (OVERALL)

The Adult Education Division hoped to accomplish the following objectives through this training effort:

- To contribute to a better understanding of cultural and ethnic differences;
- To increase staff awareness of the importance of values, attitudes and resultant behavior in others; and
- To prepare Adult Education personnel and State and local administrators to transfer skills and knowledge gained to local instructors and counselors.

To assist the AE Division with the realization of these objectives, BLK performed the following tasks:

1. Reviewed existing materials and resource packages from related Adult Education contractors, as well as other training programs and curriculums to determine those elements which might be utilized as training materials for this project;
2. Met with Adult Education national office personnel, as well as with Staff Development Project personnel to determine training needs, resources and recommended training formats;
3. Conducted training workshops in five regions, and provided trainers for the workshop in Region V;
4. Provided training resource packages for participants so that they can conduct similar training programs in their region;

5. Offered technical assistance on-site or in writing for all participants who planned followup training activities; and

6. Published a newsletter which focused on cultural awareness and training issues.

III. PROJECT OVERVIEW

The Training Design for Cultural Awareness Workshops was developed after several months of study and review. During this period, staff conducted a survey of AE personnel in several regions to determine special needs in the area of ethnic cultural training. BLK staff also conducted an extensive review of the literature in the area of ethnic-cultural understanding and training in Adult Education programs. This review included the Culturally Oriented Teacher Education Materials developed by the Phelps-Stokes Fund of New York, the Rutgers Cultural Awareness Training Program, and several other programs designed to train adult educators in cultural awareness. Materials developed by the National Training Laboratory Learning Resources Corporation were also reviewed in preparation for developing the training design. All of these materials contributed insight, information, ideas, and direction for the final design that was tested in Kansas City. A summary discussion of major tasks in the development of the training design are presented below.

A. SURVEY OF AE REGIONAL STAFF - NEEDS ASSESSMENT

In order to obtain initial information from the regions related to their training needs in cultural ethnic understanding, BLK contacted each of the six Staff Development Project Directors by telephone. This data was considered essential to the development of the Training Package and related materials. We assumed that Regional staff and administrators might be aware of materials and resources useful for the design of the training program for all regions. Therefore, the Staff Development Project Directors were interviewed for their ideas on materials, resources and program techniques related to the AE program. The Staff Development Project Directors in all regions recognized the importance of providing Adult Education personnel with training in cultural and ethnic understanding. Each one had identified this particular type of training as a priority for this program year.

In Region V, the Staff Development Project Director indicated that a training program in cultural and ethnic understanding was being planned by the Chairman of the Policy Advisory Board, who is also the State

Director of Adult Education in Michigan. Since this training effort was scheduled for December, he suggested that BLK coordinate this effort to avoid duplication. Additionally, he stated that the final decision relative to who would deliver this training would be made at the next board meeting.

In Region VI, the Staff Development Project Director indicated that the training program should focus on the Chicano-White, Black-White racial situation. He also felt attention should be given to the problems they are encountering with the Indian and French-speaking students.

In Region VII, the Staff Development Project Director requested that the training for this region focus on the serious Black-White racial problem that exists, the socio-economic class problem, the urban/rural problem and Indian-White problem. He also suggested that since their training need in cultural and ethnic awareness was so multi-faceted, general human relations training should be conducted, rather than an attempt to handle their specific problems in a three (3) day workshop.

The Program Coordinator in Region VIII indicated that their particular concerns are the considerations dealing with differences and similarities between and among the adult populations. He asked that the training focus on economic status, age, racial/ethnic background, educational level, religious beliefs and geographic (rural/urban/suburban) differences and similarities.

In Region IX, the Staff Development Director said that the training program was essential not only for the states in the region but more importantly for the AE staff in the Trust Territories. The focus should be on similarities and differences of the Asian populations, including Korean, Filipinos, Japanese and Chinese.

Finally, the Staff Development Project Director of Region X suggested that the training be centered around the Indian and Eskimo populations and should address the particular lifestyles and value system of these groups. He considered the Eskimo group to be the group who can benefit most from the training.

During the interviews, Staff Development Program Directors were asked to send BLK copies of their Current Needs Assessments forms, as well as other data which might be useful for the training design. However, the response to this request was limited; only Regions VII and Region VIII submitted reports and information. These materials include Staff Development Plans, Individualized Training Programs, demographic data and newsletters.

B. REGIONAL SITE VISITS

Regional site visits were scheduled for each of the six regions. The overall purpose of these meetings was to gather the information necessary for the design of the Training Package. Meetings were planned with the Staff Development Director and Policy Board of each region, to identify training needs and objectives.

The rationale for scheduling meetings with the Staff Development Directors and Policy Boards prior to the development of the training design is stated below:

- Actual as well as perceived concerns and training needs may vary from region to region. These visits provided an opportunity for BLK to make the determination, and incorporate the differences in the training plan.

- Face to face discussion provided an opportunity to probe and elicit unstated needs.
- Participation in the planning process tends to give participants a vested interest in the success of the workshops.
- The development of a training design in advance could give the impression that we had a preconceived program to be imposed on the Regions "by Washington."

The following issues were identified in the regional meetings:

1. Part-time Teaching Staff

The majority (over 50%) of the teaching staff working in AE programs are part-time. Generally, regional staff interviewed indicated part-time AE teachers were less committed to and felt less responsibility for the program than full time teachers. Additionally, they cited the continued turnover rate among part time staff as increased justification for cross-cultural training.

2. Recruitment

Recruitment of target minorities was listed as a serious problem. In Region IX, the Black male population 18-25 years old was identified as "unreachable."

In Region X AE staff reported that Eskimos and Indians were not being recruited. Washington State officials indicated that even when the minorities were asked to identify "what they wanted from the AE program" they had problems verbalizing their needs.

3. Socio-Economic Status Within Groups

There was much concern regarding different socio-economic factors within minority groups, such as, Spanish speaking, Blacks and Indians. Within the sub-groups they also identified some in-group differences that they think are primarily economic. It was further stated that on occasion this kind of in-group difference had led to problems between minority teachers and students from the same minority population.

4. Consideration of Poor Whites as a Minority Group

Several regions felt that pockets of poor whites are in need of being considered as a cultural-ethnic group unto themselves, because poor whites in AE and in society in general experience the same in-group differences common to other cultural-ethnic groups.

5. Information on Minority Groups

Staff and board persons cited a real lack of available information about diverse cultures. It was felt that if both teachers and administrators could have this kind of information available, it would encourage greater cultural and ethnic understanding. They requested assistance as to how to find information and materials about minority groups. There was also substantial interest in the identification of resources available at the local level, including individuals and groups who might be valuable program resources.

6. Bi-Cultural Education vs Acculturation

Several regions expressed interest in information which would be useful in the development of a bi-cultural approach to the AE program. Region IX was especially interested in this area and requested that the subject be given primary consideration in planning for the Training Package.

C. LITERATURE REVIEW

In preparation for designing the training package, a comprehensive review of the literature in the

field was conducted over a period of five weeks. The survey included materials that were available from the Office of Education, the National Education Association, the Council on Social Work Education, the Rutgers University Training Project, the University of Missouri Resource Development Project, and the ERIC Clearinghouse.

It is important to note that very few studies, references, or teacher training programs, related specifically to ethnic-cultural training in the Adult Education setting. However, a significant number of cross-cultural training projects have been reported in the field of education and social welfare and the content can be easily and appropriately related to AE. The survey also included non-training references discussing the heritage, customs, attitudes, values, lifestyle, socio-economic status, etc., of specific ethnic groups. This type of material is essential to the development of a relevant and effective training design. Some of the studies reviewed in the literature relate to minority students at the secondary school level.

However, the findings are considered relevant to the discussion of AE students, because young adults in high school experience many of the same problems that adults in AE programs experience in relation to "ethnic-cultural gaps". It seems clear in the literature that educators and human service personnel are seriously questioning the utility of the "melting-pot" image for America. There is general agreement that ethnic, racial, and cultural differences do, in fact, exist, and these differences ought to be recognized, valued, and rewarded. The multi-ethnic model or pluralistic mode is proposed as a more relevant educational model for the 1970's. It is suggested that ridicule or hostility toward cultural values and attitudes in the educational setting may be considered "punishment" for adhering to one's culture and may result in loss of identity or identity confusion, which increases the tendency toward what may be termed "deviant" behavior; e.g. resentment, poor performance, low motivation.

Administrative staff and instructors must learn to accept and appreciate the contributions that ethnic cultures have made and can make toward enriching the

American way of life. A positive atmosphere toward minority students of different ethnic and cultural heritage must be established and the cultural gap must be bridged. Acceptance of the validity of another culture is what should, and must be the end goal of cross-cultural training.

Black and other ethnic minority children grow up in schools where the teacher sees them as being different, disadvantaged, and of low intelligence, and often move into adult education programs where the same attitudes prevail. The teacher and the student in this type of learning environment interact in a deadly cycle of self-sustaining perceptions which completely negate a successful teaching-learning experience. Teachers see students as uneducable and lazy; students see teachers as hostile. This produces a forbidding and irrelevant learning climate, and the entire experience becomes limiting and destructive.

Evaluations of a significant number of teacher training projects suggest that ethnic-cultural understanding plays a major role in the success of educational programs for minority persons and further

suggests that in-service cross-cultural training has been very effective in changing attitudes and modifying behavior of educators involved in such programs.

D. REVIEW AND EVALUATION OF PHELPS-STOKES MODULES

In general, the Phelps-Stokes culturally oriented Teacher Education volumes were found to contain some good materials which reflect the classic and contemporary literature in the areas of cultural understanding and adult education. However, the presentation of the material was evaluated to be "rambling, confused and somewhat complex." Also much of the material required specially trained trainers to administer the program, which appeared to negate the widespread use of the modules by Adult Education staff, many of whom had no previous training experience, and would have to rely heavily on the training design for methods of implementation, after the BLK Group was no longer available for consultation. It was determined that as a total package, the Phelps-Stokes modules would be more appropriately adapted or modified for use in an on-going Adult Education staff development program, rather than for specific training in ethnic-cultural

understanding. However, some specific components of the Phelps-Stokes modules were considered relevant and were adapted for use in the BLK training design.

E. INVOLVEMENT OF THE CABLECOMMUNICATIONS RESOURCE CENTER

From the outset of the project the Cablecommunications Resource Center (CRC) was involved in the planning, design, and implementation of the training package as a subcontractor to BLK. As outlined in the subcontract CRC served to:

- identify audio and/or video materials relating to cross cultural communications and adult education. CRC screened and assisted the BLK Group to select audio and visual materials to be used in the workshop design.
- incorporate audio/video materials into the training design, including conducting of orientation sessions for regional workshop trainees.
- provide equipment and other materials necessary for using audio-visuals during the workshops.
- review films, audio and video tapes, periodicals and other available materials for the workshop. Plus, developed a list of supplemental media, including purchase and rental prices for use in the BLK handbook.
- develop bibliographies on audio/visual resources in cross cultural relations or adult education.

The bibliographies were, "Non-print Bibliography on Trans-Ethnic Understanding" and "Listing of Audio-Visual Materials of Cross Cultural Communications with Critical Annotations."

During the design stage, CRC was particularly helpful in the development of the Adult Education Administrative Planning Document. The document was provided to Adult Education administrators prior to the workshops. CRC's involvement included the development of guide questions designed to assist Adult Education administrators to incorporate audio/visual materials into their training components.

CRC also developed a "check list" of technical facilities and audio/visual equipment needed by the BLK Group in implementing the Cross Cultural Workshops.

Other involvement by CRC in the project included:

(A) participation two of the six workshops -- Region VII workshop in Denver and Region IX workshop in San Francisco. Although CRC was scheduled to attend all of the workshops, it was mutually agreed that the needs of the other regions did not involve telecommunications or necessitate CRC's participation.

(B) dissemination of materials to workshop participants. (CRC received between six and ten requests for information on films and/or other telecommunications information follow-the San Francisco workshop.) Among the materials disseminated was information on the use of cable and other developing technology by educators.

(C) submission of articles for the five issues of Cultural Awareness Newsbriefs, published by the BLK Group. The articles, written by CRC under the heading "Mediascope," were:

1. A review of the film "The Sound of My Own Name;"
2. "Cable TV Offers Leisure-Time Learning;"
3. A Review of films available to educators on the fundamental problems inherent in all human communications;
4. "The Training potential of Telecommunications in Cross Cultural Communications"; and
5. A Mixed-Media bibliographical review.

As a result of CRC's involvement in the project, the Center has been motivated to accelerate its development of educational materials dealing with telecommunications. In fact, CRC has begun publishing articles relevant to adult education in its monthly publication, Cablelines. In addition, CRC has developed other resource materials in the area of adult education that is available to minorities and other persons involved in minority educational programs throughout the country. Most important, the project has indicated a need for an organization like CRC to act as a catalyst for increasing the involvement of adult educators in the design, development and implementation of new telecommunications technology.

IV. TRAINING DESIGN, GOALS, AND IMPLEMENTATION

A. TRAINING DESIGN

The basic framework for the Training Design is the "Experiential Learning Model." In this model, the trainer serves primarily as a facilitator, a catalyst, and a resource person. The trainees assume responsibility for their own learning through group discussions and other activities where they share experiences, ideas, feelings and opinions. The trainees are encouraged to generally cooperate in a process of learning and problem-solving. Although much discussion and sharing takes place, it is carefully guided and controlled, and in no way resembles "sensitivity training." The "Experiential Learning Model" is developed in four phases:

1. Dilemma - realization that old attitudes, beliefs, actions are no longer appropriate or effective.
2. Invention - point at which we feel ready to seek new solutions, to think, to explore and experiment.
3. Feedback - indication of a willingness to share observations, perceptions, thinking.

4. Generalization - examination of total experience to see how learning can be applied in real life situations.

The "Experiential Learning Model" is based on several principles of learning and is most effective when learning goals and objectives are clear and the learning environment is "supportive," rather than hostile. The training design, content, format, and facilitators were chosen with these prerequisites clearly in focus.

B. TRAINING OBJECTIVES (SPECIFIC)

The specific objectives of the BLK Group cultural awareness training were as follows:

- To enable participants to identify the components of culture and to define cultural terminology;
- To identify major cultural patterns in America;
- To enable participants to recognize how cultural attitudes and values are translated into behavior;
- To enable participants to recognize societal values and attitudes that are culturally biased and to identify personal values and attitudes that might inhibit or facilitate cross cultural interaction;
- To enable participants to identify cultural factors that affect performance in the classroom and to enable participants to recognize problems inherent in promoting ethnic-cultural understanding in teaching/learning environment;

- To enable participants to identify specific methods for promoting ethnic-cultural understanding in the educational environment;

- To enable participants to identify specific methods and resources that can be used to recruit and motivate the culturally different student;

- To enable participants to identify the factors that inhibit or facilitate communication across cultures and to develop skills in positive communication;

- To enable participants to identify criteria for evaluating cross-cultural instructional materials;

- To enable participants to develop skills as trainers in their own communities.

C. IMPLEMENTATION OF TRAINING DESIGN

After a careful review and evaluation of the Pre-Test workshop, BLK finalized the training design, incorporating the suggestions made by participants. The suggestions included issues for program content, as well as for the selection of trainers and participants. Therefore in assigning the training staff for the following workshops, BLK selected trainers who were experienced in adult education and ethnic-cultural training. Additionally, the trainers generally reflected the racial and and ethnic background of the adult student population in the regions. In each region where appropriate the training team included Black, white, Spanish-speaking and female trainers, as well as resource persons from the Indian culture.

Individual workshops were planned and coordinated with the assistance of the staff development project directors. They were responsible for the selection of participants and the overall logistical arrangements at each site, in consultation with the BLK staff. The project directors were encouraged to invite participants who were culturally and ethnically representative of the adults they served.

The Cultural Awareness Workshops were held between January and June 1975 in Regions V, VI, VII, VIII, IX, and X. The initial training design, which focused on cultural awareness in general, was subsequently revised to focus on cultural awareness as it specifically relates to curriculum development and evaluation. The initial design was used in Regions V, VII, IX, and X. The revised design was used in Region VI and VIII. A summary discussion of each workshop is presented later in this report.

D. CULTURAL AWARENESS HANDBOOK

As a part of the overall project plan, BLK developed a training handbook entitled Cultural Awareness. This handbook was mialed to all participants

in Regions V, VII, IX, and X, following completion of the Cultural Awareness Workshops. The handbook contained the complete training design with explicit instructions how to conduct the training workshop, as well as instructions on setting up a workshop, including such information as structuring the workshop, selecting participants, selecting and arranging for physical facilities. Shortly after the mailing of the handbook, a supplement was produced to explain the process of feedback and evaluation in the training program. Subsequently, a second edition of the handbook was produced as a result of a major modification of the training design for Regions VI, and VIII. The first edition focuses on cultural awareness in general, while the second edition is specifically geared to curriculum development and evaluation relative to cultural awareness and ethnic bias in teaching and teaching materials.

V. SUMMARY AND EVALUATION OF INDIVIDUAL WORKSHOPS

A. THE PRE-TEST WORKSHOP

The purpose of the Pre-Test Workshop was to allow a select group of Adult Education personnel to act as participant-evaluators of the training design. This representative group included staff development personnel, state directors, regional office personnel and local staff from the Region VII Adult Education programs.

Orientation for the Pre-Test Workshop required far more time than anticipated. Many of the participants had come to the workshop with very little information about the content and purpose of the workshop or their role as evaluators. Several of the participants were very defensive about the ethnic-cultural focus of the training. They felt that AE personnel were generally sensitive to cultural differences and expressed the attitude that adult students "could care less" about a culturally aware teacher. They just wanted to learn what they needed

to get a job. Several participants disagreed strongly that recruitment and motivation are concerns in AE programs. Others saw this as a serious problem. After substantial discussion and clarification, the group appeared much less threatened and more comfortable with their role as trainer-evaluators rather than trainees only. A majority of the participants expressed the attitude that they were already culturally aware, but such a training program might, in fact, be appropriate for some teaching personnel in the field.

The overall assessment of the training design was very positive. No major changes were recommended, however one exercise was deleted as a result of the pre-test because it proved to be logistically difficult and somewhat threatening to the group to the point that it was not effective in achieving the stated training objective. The group also recommended that there be more information provided to participants prior to the actual workshop. Specifically, participants should have in advance, the workshop goals and

objectives and the agenda. Other responses included:

- Participants should list their expectations for the workshop on the first day of training
- More simulation games should be included in the design
- There should be no night sessions because they were not productive after a long day
- Training staff should mingle more with participants to establish a better rapport for future interactions.

These recommendations were implemented for future workshops, and proved to be very sound, particularly, the advance mailing of workshop goals and objectives and the program agenda.

B. REGION IX CULTURAL AWARENESS WORKSHOP - SAN FRANCISCO

Region IX Cultural Awareness Workshop sessions were conducted by BLK staff during the period, January 27 -29, 1975, in San Francisco, California. Participants included AE administrators, counselors, teachers, and other personnel from Arizona, California, Nevada, and Hawaii. The range of persons in attendance was representative of the programs in the Region and included personnel who work with Black, Spanish-Surnamed, American Indian, and Asian populations. Thirty-seven trainees attended the workshop.

The workshop was conducted according to the first training design developed for the project. On the final day of the workshop, participants were asked to evaluate the training experience relative to program content, training staff and the training site. Participant responses to the evaluation questionnaire generally indicate that participants were positive about the training experience and felt that the workshop had been valuable and would be helpful to them in the training role.

The following recommendations were frequently listed on the evaluation sheets:

- Specific information on customs of various ethnic groups should be provided so that teachers and other staff can relate better to these student groups

- More opportunities for participants to interact with each other, i.e., more small group discussions, social activities, etc.

- Trainers should use techniques that shock and "open up" participants

The Region IX Workshop was also modified to include the Flander's Interaction Analysis exercise. The objective of interaction analysis in cultural awareness is to make participants aware of procedures for coding and interpreting the code display of verbal communication. Its relevance to cultural awareness is the premise that what is said and what is understood when communications come from different cultural backgrounds is likely to be discrepant. This exercise was well received by the group and stimulated much interest in developing communication skills beyond the workshop.

C. REGION VII CULTURAL AWARENESS WORKSHOP - KANSAS CITY

Region VII Cultural Awareness Workshop sessions were conducted by BLK staff during the period February 26-28, 1975 at Tan-Tar-A Resort in Lake of the Ozarks, Missouri. Participants included AE administrators, counselors, teachers and other personnel from Missouri, Iowa, Nebraska, and Kansas. The range of participants was representative of the Region, and included personnel involved in education programs for Black, Spanish-Surnamed, American Indian and Asian populations. Twenty-seven persons attended the Region VII Workshop. Nine of these participants had also attended the Pre-Test Workshop.

The BLK staff generally conducted the Region VII Workshop according to the first training design, but also added selected supplemental training exercises for those participants who had attended the Pre-Test Workshop. This material was considered necessary by the training staff because the basic training design had been used in the Pre-Test Workshop. For one day and a half, the participants were separated into two groups - new participants and pre-test participants. During this period, the pre-test participants were involved in three supplemental exercises that were

not included in the training design. These exercises included ethnic group role-play, assumptions based on stereotypes and prejudice, and ethnic group values. The two groups worked together for the remainder of the training sessions.

As a part of the training design participants were asked to evaluate the training experience, including the overall design, trainers, and the facility. Responses to the evaluation instrument indicated that participants were generally very satisfied that the workshop had met their expectations. The most frequent recommendations listed on the evaluation sheet were:

- Individual and small group members and trainers should rotate to give participants a chance to interact with various group members
- There should be one social event or meal as a group to facilitate interpersonal relations
- Participants should receive more advance information about workshop content.

Following the first two workshops, the BLK trainers agreed to change the order of scheduled activities on the basic training design in order to facilitate the overall workshop goals. It was determined that

the morning format on Day I was focused too much on the trainer and did not allow for group participation and "group building" early in the program. This problem was handled by a "shuffling" of program activities on the training agenda.

D. REGION V CULTURAL AWARENESS WORKSHOP - LANSING

The Region V Cultural Awareness Workshop was held in Lansing, Michigan, April 9-10, 1975. BLK's involvement in this workshop was very limited, because this Region had already made substantial plans to hold a workshop prior to award of the BLK contract. The Project Director contacted officials in this region and learned that since their plans had already been made, they wanted to continue with their own design, with limited assistance from BLK. After reviewing the initial BLK training design, Regional officials indicated that since the goals of the design were similar to their own, some aspects could be incorporated in their workshop.

Subsequently, BLK provided two Mexican-American trainers for the workshop, and sent copies of the training Design I, as well as selected training materials. The Region selected the School Management Institute to conduct the workshop. Sixty-five persons attended the Region V Workshop, which was extremely well organized and conducted. The training consultants

selected by the Region were highly specialized and experienced. Topics for the workshop discussions were:

- Facts Concerning Cultural Differences
- Affective Communication Through Cultural Understanding
- Affective Recruitment and Intake Procedures
- Curriculum for Cultural Appreciation and Understanding
- Identifying Racism and Sexism in Curriculum

The range of participants and consultants was representative of the Region, and included personnel involved in education programs for Black, Spanish-Surnamed, American Indians, and Asian populations. Evaluative reports indicated that this workshop was successful and the goals and objectives were accomplished. One criticism was that the workshop included too much material for participants to absorb in such a limited period of time.

A positive aspect of the workshop was the award of education credits. Participants and trainers were

able to earn two continuing education credits from the School Management Institute. At the conclusion of the workshop, certificates were presented to the participants. These factors provided incentives for participation, and should be considered for future OE training programs.

E. REGION VI CULTURAL AWARENESS WORKSHOP - SAN ANTONIO

The Region VI Cultural Awareness Workshop was conducted by BLK, May 28-30, 1975, at the EL Tropicano Hotel in downtown San Antonio, Texas. Participants included AE administrators, counselors, teachers, and other personnel from Louisiana, Arkansas, Texas, Oklahoma, and New Mexico. The group of thirty-five persons was racially mixed, and representative of the ethnic groups found in the Region. BLK trainers conducted the workshop according to a revised training design (Second Edition Handbook), which was initially developed in response to an expressed need in Region VIII, and focused on cultural awareness in curriculum development and materials.

The BLK trainers were also assisted by regional resource persons who volunteered to participate on the program. Dr. Pavlos Russos from the University of Texas did a short presentation on "The Implications of Culture for Adult Education." Dr. Ned Flanders conducted the Interaction Analysis exercise for cross cultural communication. Four AE staff persons formed

a panel to discuss "The Community as a Resource for Ethnic Cultural Curriculum Development." The participants were also asked to bring materials to the workshop to be displayed and evaluated as "very good" or "very poor" in relation to ethnic-cultural presentation. This activity was a very positive learning experience and stimulated much discussion about the appropriateness of cultural content in instructional materials.

Participants were asked to evaluate the training experience, including overall design, training staff, and the facility. While the evaluation was positive, the participants frequently stated that they could have used more time to absorb the content of the workshop and would have preferred more small group interaction.

F. REGION VIII CULTURAL AWARENESS WORKSHOP - DENVER

The Region VIII Cultural Awareness Workshop was conducted by BLK, June 11-13, 1975, at the Sheraton Airport Inn in Denver, Colorado. This workshop followed a long and complex planning process. Initially, the Region VIII Staff Developement Policy Board rejected the initial training design because it was "too basic". They felt that the cultural awareness training design for their region should be more advanced, since there had already been substantial cross-cultural training in the region.

It was necessary for the BLK Training Specialist to spend several days in Denver with Regional Staff persons to develop an appropriate design. After extensive discussion, it was finally agreed that the training design for this workshop would focus on curriculum development and resource materials in the area of cultural awareness. This second design was also used in Region VI prior to the scheduling of the Region VIII workshop.

Participants included AE administrators on all levels, ESL and GED teachers, probation officers working in adult education, representatives from regional migrant programs, and other personnel from Colorado, Wyoming, Montana, North Dakota, South Dakota, and Utah. Participants included Blacks, Whites, American Indians, and Chicanos. Experientially, the group included a former Peace Corps volunteer who had worked in the South Seas, and several persons who had lived in various countries around the world.

At the suggestion of the regional staff, local people from the region were used in the workshop as resource persons and trainers. Four local consultants were chosen by the regional office, in consultation with BLK. Initially, there was some apprehension about working with four new people with diverse skills, as there was little opportunity for planning and coordination. However, the use of these consultants enhanced the training; the participants were pleased that "local" people were in-

cluded in the program. Dwight Billedeaux, President of D.Q. University in Davis, California (a multi-cultural Indian-Chicano University) and a member of the Blackfoot Tribe, gave the opening presentation on the needs of the Indian in Region VIII. Dale Vigil, a migrant program adult educator and musician, did a presentation, using music to demonstrate new techniques for cross-cultural communication. The presentation was excellent and well received by the group. His premise was that music, oral communication, body language, and careful listening help break down the barriers both within and between persons. Maria del Rio Rumbaitis spoke on the use of the community as a resource for ethnic-cultural curriculum development. She discussed the use of field trips as a technique, as well as finding out what the students want to learn and what their needs are as opposed to what the instructor wants and needs. Dr. Alton Hadlock led an exercise in building skills in interpersonal relationships between teachers and students. He provided an excellent wrap-up session

for the workshop. Participants evaluated the overall program as a positive learning experience.

G. REGION X CULTURAL AWARENESS WORKSHOP - SEATTLE

The Region X Cultural Awareness Workshop was conducted by BLK, June 24-26, 1975, at the Region X offices in Seattle, Washington. Twenty-nine participants attended, including AE administrators, counselors, teachers, and other personnel from Washington, Oregon, Idaho, and Alaska. There were several Chicanos present and one Filipino. The majority of participants were white. This was largely due to the fact there there are a limited number of non-white residents in the Region X area, with the exception of the Native Americans and Eskimos in Alaska. These minorities, however, are not employed as AE personnel at the professional level.

Initially, there were serious problems in scheduling this workshop. After the first planning meeting with the Project Director, the regional staff indicated that they did not need cultural awarensss training, because it had already been provided through several local programs. A review indicated that the total region had not been exposed to most of these programs. After recommendations to support the training project were received from the OE Project Officer in Washington, Region X agreed to

discuss the two training designs that had been developed with the regional staff to determine which met the region's needs. The regional staff decided on Training Design I, the basic design for cultural awareness training in general. They needed much assurance that it was not to be a "sensitivity training session" where people's feelings might be hurt or probed too deeply.

The program was modified to include one regional resource person, who did a presentation on developing AE materials using native American and Eskimo aides, and the traditional tales of the elderly in the area. This was one of the most interesting and well received sessions, and indicated that regional resource persons would have been an asset to the training workshop, but time did not allow for this type of planning. In fact, the regional staff had not confirmed the attendance of workshop participants until the first day of the workshop.

Although Region X administrators selected Training Design I, it was not as well suited to the needs of the participants as the revised "curriculum" model would have

been. In the evaluation, participants indicated that the material was interesting but too elementary for them, and they needed help with curriculum planning and developing and locating materials about minority groups. It was suggested that the Office of Education give special attention to this area because their needs are so great as a result of geographic isolation and the cultural diversity that exists among the few minorities located in the region.

VI. FOLLOWUP ACTIVITIES

The final phase of the Cultural Awareness Training Project was designated as a followup period. It was anticipated that during this period, the Regions would begin to implem. t their own training workshops. BLK was prepared to provide technical assistance to the regions upon request, to conduct initial workshops and developed a checklist to aid the regions to assess their special needs in requesting technical assistance. Due to budget cuts and the consequential program changes and cut backs, etc. during the period assigned for follow-up assistance, the Regions did not schedule Cultural Awareness Workshops. Therefore, there was no need to request technical assistance from the BLK staff. Regional staff had earlier expressed an interest in continuing the workshops, and had requested assistance from BLK in identifying workshop participants who might serve as trainers in the future for regional training activities.

Subsequent contact with regional personnel would indicate that staff was unable to follow through with formal training activities because of the uncertainty of funds and staff for staff development offices and activities in the Office of Education.

As a result of the fact that regional workshops were not planned to utilize the technical assistance of the BLK staff, the newsletter that was planned as a supplement to personal technical assistance, became an alternative to technical assistance. The newsletter, titled NEWSBRIEF, has been developed as much as possible to meet the needs of regional personnel as stated on the checklist for technical assistance and on information gained through the workshops and continuing contacts with regional personnel. The newsletter provides followup information on issues that were presented in the training workshops, and also provides new information that is relevant to training and ethnic-cultural understanding. Readers of the newsletter have also been encouraged to furnish articles on their activities in the area of cultural awareness. It is hoped that the newsletter will be used as a resource for cultural awareness training, even if it must be planned on an informal basis for small groups by individuals who are committed to the concepts and philosophies that they were exposed to during the regional Cultural Awareness Workshops. Major topics that have been presented in the newsletter include:

-- Trainer Attitudes

-- Ethnic Cultural Holidays

-- Cable TV Offers Leisure-Time Learning

-- The Role of the Trainer

-- Training Terms

-- Multicultural Reading

-- Training Style; A Critical Variable

-- Criteria for Evaluating Ethnic Bias in Teaching Materials

-- The Training Potential of Tele-Communications in Cross-Cultural Communications

VII. CONCLUSIONS AND RECOMMENDATIONS

Overall, the training objectives were accomplished in the Cultural Awareness Workshops. For the majority of the participants, the training experience appears to have been a positive learning experience. Evaluations and subsequent feedback have indicated that participants are generally accepting of the linkage between cultural awareness, sensitivity, and cross-cultural communication and the motivation and performance of the culturally different adult student. AE personnel who attended were able to get a better understanding of cultural and ethnic differences, and have indicated that the training and materials will benefit their programs. Those who desired more specific information on a particular ethnic group, have expressed an increased understanding of cultural differences in general as it relates to adult education. They have been motivated to pursue on their own, the literature and resources in their communities that will heighten their knowledge and understanding of the specific culture and lifestyle of their adult students. In fact, interaction between participants during the workshops seems to have played a major role in helping them to learn how to use their own communities as a resource.

They had the opportunity to share thoughts and exchange program ideas. Very positive interpersonal and professional relationships were generated between participants, who made plans to continue an informal communication network after they returned home.

In each of the workshops, there have been significant numbers of participants who have indicated some skepticism about their ability to follow through in the role of a trainer in their own programs. Most of these concerns were effectively dealt with by informing them that a training handbook with detailed instructions would be available to them as well as BLK staff consultants in the initial stages of regional training. Unfortunately, the regional training has not gotten off the ground and consultation services have not been requested, but the training handbook for Design I and Design II has been sent to all participants and a monthly newsletter focusing on cultural awareness and training has been initiated. It is anticipated that even if formal training sessions are not planned, for whatever reasons, AE staff who participated in the Cultural Awareness Workshops will use their training experience, resource materials, training

handbook, and newsletter to influence positive attitudes in their program staff toward cultural awareness as a motivating force in adult education.

The major recommendations to the Office of Education is that support for staff development in the area of cultural awareness should be continued if and when funds become available that may be used for this purpose. The BLK training experience has clearly indicated that a serious gap exists in this area for adult education personnel. Although the Cultural Awareness Workshops represent a beginning effort to close the gap, much more needs to be done in relation to follow-up activities. Follow-up activities and ongoing programming in the area of cultural awareness are particularly important for adult education staff because of the fact that a majority of personnel are employed on a part-time basis and they also represent a high turnover group.

In view of the fact that the literature and the training experience support a very strong link between cross-cultural sensitivity and program effectiveness, it is further recommended:

-- that the states be encouraged to support follow-up training in the area of cultural awareness for adult education personnel;

-- that significant cultural awareness content be included as a basic part of the orientation for all new adult education personnel;

-- that resources be provided to assist the states to provide individual consultation to adult education programs re: specific ethnic groups, utilization of community resources, and identification of appropriate instructional materials;

-- that state offices establish a system for evaluating and monitoring the cross-cultural element in individual adult education programs.